

THE MILLENNIAL GENERATION: DEVELOPING LEADERS FOR THE FUTURE SECURITY ENVIRONMENT

BY

COLONEL LANCE EDMOND DAVIS
United States Army

DISTRIBUTION STATEMENT A:

Approved for Public Release.
Distribution is Unlimited.

USAWC CLASS OF 2011

This SRP is submitted in partial fulfillment of the requirements of the Master of Strategic Studies Degree. The views expressed in this student academic research paper are those of the author and do not reflect the official policy or position of the Department of the Army, Department of Defense, or the U.S. Government.



U.S. Army War College, Carlisle Barracks, PA 17013-5050

The U.S. Army War College is accredited by the Commission on Higher Education of the Middle State Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

REPORT DOCUMENTATION PAGE				Form Approved OMB No. 0704-0188	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.					
1. REPORT DATE (DD-MM-YYYY) 15-02-2011		2. REPORT TYPE Strategy Research Project		3. DATES COVERED (From - To)	
4. TITLE AND SUBTITLE The Millennial Generation: Developing Leaders for the Future Security Environment				5a. CONTRACT NUMBER	
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S) Colonel Lance Edmond Davis				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Colonel Robert M. Mundell Department of Command, Leadership, and Management				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army War College 122 Forbes Avenue Carlisle, PA 17013				10. SPONSOR/MONITOR'S ACRONYM(S)	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION / AVAILABILITY STATEMENT Distribution A: Unlimited					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT General Casey, is pointing the Army in a new direction of future conflict, because in the years ahead, the United States will confront complex, dynamic and unanticipated challenges to our national security, ranging from peaceful competition to general war and at all points in between. The Army's current leader development strategy also tells us that the uncertain and complex future security environment demands that the Army prepare leaders to operate with competence and confidence in ambiguous and frequently changing circumstances. While the Army is shifting its direction for conflict and leader development, it is also facing challenges in recruiting, developing and retaining talented American citizens required to lead the Army of the 21 st Century. Recent statistics indicate that only 23% of America's youth are capable of meeting the intellectual, physical and ethical standards to serve in the military. Concurrently, this millennial generation also reflects a shifting U.S. culture. This paper intends to explore the challenges brought out in these two shifting and potentially conflicting adjustments.					
15. SUBJECT TERMS Military Leader Development, Future Security Environment, Generation Y					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT UNLIMITED	18. NUMBER OF PAGES 34	19a. NAME OF RESPONSIBLE PERSON
a. REPORT UNCLASSIFIED	b. ABSTRACT UNCLASSIFIED	c. THIS PAGE UNCLASSIFIED			19b. TELEPHONE NUMBER (include area code)

THE MILLENNIAL GENERATION: DEVELOPING LEADERS FOR THE FUTURE SECURITY ENVIRONMENT

BY

COLONEL LANCE EDMOND DAVIS
United States Army

DISTRIBUTION STATEMENT A:

Approved for Public Release.
Distribution is Unlimited.

USAWC CLASS OF 2011

This SRP is submitted in partial fulfillment of the requirements of the Master of Strategic Studies Degree. The views expressed in this student academic research paper are those of the author and do not reflect the official policy or position of the Department of the Army, Department of Defense, or the U.S. Government.



U.S. Army War College, Carlisle Barracks, PA 17013-5050

The U.S. Army War College is accredited by the Commission on Higher Education of the Middle State Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

USAWC STRATEGY RESEARCH PROJECT

**THE MILLENNIAL GENERATION: DEVELOPING LEADERS FOR THE FUTURE
SECURITY ENVIRONMENT**

by

Colonel Lance Edmond Davis
United States Army

Colonel Robert M. Mundell
Project Adviser

This SRP is submitted in partial fulfillment of the requirements of the Master of Strategic Studies Degree. The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The views expressed in this student academic research paper are those of the author and do not reflect the official policy or position of the Department of the Army, Department of Defense, or the U.S. Government.

U.S. Army War College
CARLISLE BARRACKS, PENNSYLVANIA 17013

ABSTRACT

AUTHOR: Colonel Lance Edmond Davis

TITLE: The Millennial Generation: Developing Leaders for the Future Security Environment

FORMAT: Strategy Research Project

DATE: 15 February 2011 WORD COUNT: 5,763 PAGES: 34

KEY TERMS: Military Leader Development, Future Security Environment, Generation Y

CLASSIFICATION: Unclassified

General Casey, is pointing the Army in a new direction of future conflict, because in the years ahead, the United States will confront complex, dynamic and unanticipated challenges to our national security, ranging from peaceful competition to general war and at all points in between.¹ The Army's current leader development strategy also tells us that the uncertain and complex future security environment demands that the Army prepare leaders to operate with competence and confidence in ambiguous and frequently changing circumstances.² While the Army is shifting its direction for conflict and leader development, it is also facing challenges in recruiting, developing and retaining talented American citizens required to lead the Army of the 21st Century. Recent statistics indicate that only 23% of America's youth are capable of meeting the intellectual, physical and ethical standards to serve in the military. Concurrently, this millennial generation also reflects a shifting U.S. culture. This paper intends to explore the challenges brought out in these two shifting and potentially conflicting adjustments.

THE MILLENNIAL GENERATION: DEVELOPING LEADERS FOR THE FUTURE SECURITY ENVIRONMENT

General Casey, is pointing the Army in a new direction of future conflict, "...in the years ahead, the United States will confront complex, dynamic and unanticipated challenges to our national security, ...ranging from peaceful competition to general war and at all points in between."³ The Army's newest leader development strategy also tells us that the uncertain and complex future security environment demands that the Army prepare leaders to operate with competence and confidence in ambiguous, and frequently changing circumstances.⁴ Remarkably, at the same time the Army is shifting its direction for conflict and leader development, it is also facing challenges recruiting, developing and retaining talented American citizens required to lead the Army of the 21st Century. Recent statistics indicate that only 23% of America's youth are capable of meeting the intellectual, physical and ethical standards to serve in the military. Concurrently, this millennial generation also reflects a shifting U.S. culture. This paper intends to explore the challenges brought out in these two shifting and potentially conflicting adjustments.

Developing Future Army Leaders

The Army's Leader Development Strategy (ALDS) lays the groundwork in its strategy by reiterating future trends and threats for the nation outlined by comprehensive lessons learned from ongoing conflicts, assessments of the future operational environment, the Army's Capstone Concept, and the Chief of Staff's *Green Book* article, "The Army of the 21st Century."⁵ The ALDS outlines seven emerging global trends that will define the future security environment: globalization, increased access to

new and improving technologies, population growth, resource demands, climate change and natural disasters, proliferation of weapons of mass destruction and failed and failing states.⁶ These trends make it likely that the next decades will be an era of persistent conflict; that is characterized by protracted confrontation among state, non-state, and individual actors who are increasingly willing to use violence to achieve their political and ideological ends.⁷ Conflicts will arise unpredictably, vary in intensity and scope, last for uncertain duration, and will always be complex.

Future conflicts will also present an array of threats that will defy simple categorization. We will face hybrid threats – combinations of conventional, unconventional, criminal and terrorist groups, intermingled with local populations, and syndicated to counter our advantages. To gain an advantage, they will use combinations of activities including political, economic, ideological, informational, and military.⁸ As a result of this new dynamic, the Army must develop leaders who, **understand** factors that influence the military situation, **act** within that understanding, and then continually **assess and adapt** those actions based on the developing situation. These leaders must also **consolidate** tactical and operational opportunities into strategic aims and then **transition** from one operation to another. The Army seeks to develop leaders that will thrive in this environment.⁹

The ALDS goes on to identify leader attributes and core competencies necessary to reach the fullest potential in the future security environment, and it is expected that leaders will continue to mature these characteristics through a life-long learning environment. The strategy requires a balanced commitment to the three pillars of leader development: training, education and experience.



Figure 1. The Leader Development Framework¹⁰

Leader Attributes.

- **Character.** A leader of character internalizes the Army Values, lives by our Professional Military Ethic, reflects the Warrior Ethos, and displays empathy towards Soldiers, Families and those around us. Character is central to a leader's core identity.¹¹
- **Presence.** A leader of presence has credibility, exudes confidence, and builds trust in the unit. Presence is conveyed through actions, appearance, demeanor, and words.¹²
- **Intellect.** A leader of intellect has the conceptual capability to understand complex situations, determine what needs to be done and works together with others to get it done. Leaders must have the ability to reason, to think critically and creatively, to anticipate consequences and to solve problems.¹³

Leader Core Competencies.

- **One who leads.** Provides vision through purpose, motivation, universal respect, communication and direction to guide others. Extends one's influence beyond the chain of command to build partnerships and alliances to accomplish the task. Leading is conveyed by communicating, imparting ideas and setting the example.¹⁴
- **One who develops.** Leads organizations by creating and maintaining a positive environment and by investing effort to assess and developing self, others and the organization.¹⁵

- **One who achieves.** Focuses on what needs to be accomplished. They can adapt to unanticipated, changing, and uncertain situations. Achieving the short term is about getting results while in the long-term it is about setting the vision to obtain objectives.¹⁶

Army Leadership Attributes and Competencies for the Future Security Environment	
<ul style="list-style-type: none"> • Character • Values • Ethical • Adaptive • Provides Vision • Communicates • Creates & Maintains a Positive Environment • Builds Alliances • Sets the Example 	<ul style="list-style-type: none"> • Assesses • Confident • Empathy • Builds Trust • Thinks Critically & Creatively • Problem Solver • Anticipates Transitions • Achieves Results

Figure 2. Army Leader Attributes and Competencies for the Future Security Environment.¹⁷

The Pool of U.S. Citizens – The Millennial Generation

Never have opportunities for education, learning, political action and cultural activity been greater. All the ingredients for making an informed and intelligent citizen are in place. But it hasn't happened, ...The information is scattered and underanalyzed, but once collected and compared, it charts a consistent and perilous momentum downward.¹⁸

The Millennial Generation and those born shortly thereafter are the pool of American citizens the military will draw from to develop leaders for this era of persistent conflict. Born between ~1982 and 2002, Millennial's are between the ages of 8 and 28 years old, and hold a very different set of traits, values, and intelligence than the generations before them. These values, qualities and traits are both positive and challenging, and it is important to gain a better understanding of these dynamics, and the impact they will have in the development of future leaders.

To understand Millennials we must start with their parents and include three terms: helicopters, tethered and technology. "Millennials are being raised in the age of

the active parents that view their children as the center of the family.”¹⁹ Parents of Millennials are commonly referred to as *helicopter parents* because they have a tendency to hover over their children’s every move and decision. Parents are capable of swooping in to provide assistance and recovery at the first indication of a problem; and thus the title, *tethered generation*. Millennials are tethered to parents and friends through technology. They are the first generation to use e-mail, cell-phones, and instant messaging in childhood and adolescence. It is not uncommon for parents to say, I know where my children are constantly: “Can I go to *Subway* on the way home from the gym?” “Coach wants me to go to dinner with the team,” or “I missed the bus. Can you come and pick me up?” etc. Ken Wheeler with the *Global Learning Resources* describes Millennials as:

The most “parented” generation that we have seen. Since birth, these young folks have been protected, chaperoned, coached, and guided by their parents. Rather than shun parental influence, as most Baby Boomers did, they expect and even embrace the close relationship they have with their parents. They look to their parents to guide them in whatever choices they make and often call mom or dad to get their advice on even trivial matters.²⁰

Australian generational author, Rebecca Huntley, describes Millennials as the “healthiest, and most cared for generation in history.”²¹ This active parent involvement makes this generation confident; believing they can accomplish almost anything, and if they can’t, they can always go back home.²²

Millennials demonstrate a number of characteristics that make them distinct from previous generations that should serve them well. To begin with, they are the most ethnically and racially diverse group in American history (36% non-white).²³ As a result, they are very tolerant of diversity and working and interacting with people outside their

own ethnic group is the accepted norm.²⁴ Millennials are also adaptable and comfortable in various situations, are efficient multi-taskers, and as a learning-oriented generation have a great ability to grasp new and complex concepts.²⁵ And then of course they are technologically savvy having grown up in a connected and globalized world. They are well versed in technological advances and want to be a part of technological solutions to problems.²⁶ Roughly 95% percent of young adults (18-29) use the Internet, and Millennials in the workplace (ages 23-27) spend an average of 6.8 hours a week writing or receiving work-related emails.²⁷ The internet is the backbone of globalization, and is changing the way young and middle-aged adults interact in the world. Changing the way we interact, could even be an understatement when you consider statistics such as 1 in 8 recently married couples met online. This is a huge change amongst many in how our society interacts, and for the most part occurring just since the internet explosion of 2002.

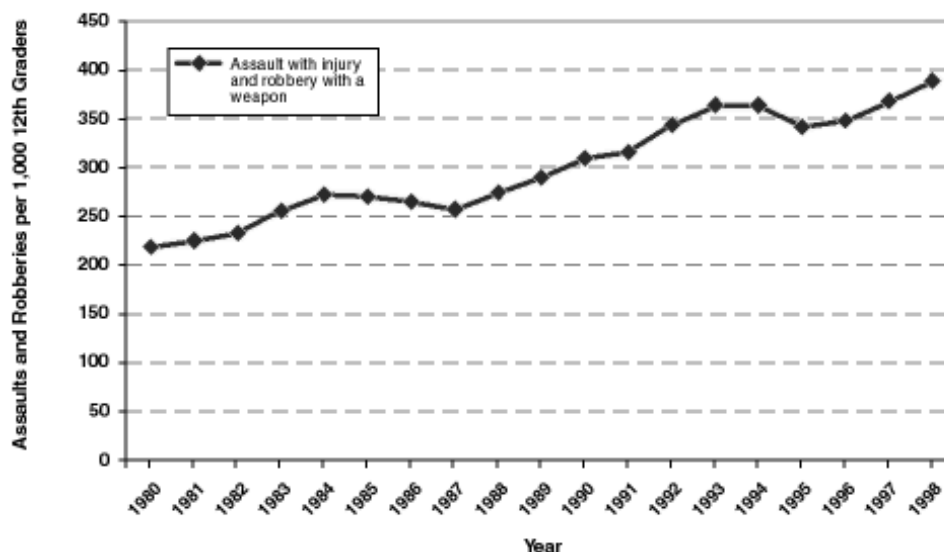
One of the more redeeming qualities of this new generation is their emphasis on values and character. When asked whether “values and character” will matter more or less to their own generation when they become parents, they answer “more” by a two-to-one margin.²⁸ While Millennials pray about as often as their parents did, one-in-four are unaffiliated with any religion, which is far more than their elders.²⁹ This may be another indicator of an increasingly peer, network and globalized social development. In regard to civic duty, Millennials also appear to be much more willing and empathetic to volunteer their time for worthy causes in comparison to previous generations.³⁰ It seems that a new Millennial service ethic is emerging, built around notions of working together, support for civic institutions, and participation in good deeds.³¹ Additionally, surveys

show that five of every six Millennials believe their generation has the greatest duty to improve the environment and they would impose extra civic duties on themselves, including taxes, to achieve results.³² These traits and characteristics should posture the Millennials well for dealing with the challenges ahead and certainly as a leader in the military for the future.

While Millennials possess a number of admirable and positive traits that posture them well for the future, there are also some challenges with this generation that include impatience, skepticism, and bearing a sense of entitlement.³³ To begin with, Millennials believe they can change the world upon entering the work force, but they do not have the required track record.³⁴ “Because they have been told their entire lives how wonderful they are, when they are challenged in the business environment, they are crushed.”³⁵ The National Academy of Science (NAS) report states that, “Millennials want to start at the top, or at least be climbing the corporate ladder by their sixth month on the job.”³⁶ These circumstances are an outcome of having have been told and shown continually how special they are, and by being raised in an environment of instant gratification. Whether the immediate answer comes from *helicopter parents* or Wikipedia, they were raised to expect immediate responses and answers yesterday. “Millennials expect things to happen quickly, at the speed of the MP3 downloads and text messages.”³⁷ The contraction of time means there is little space for quiet reflection and thoughtful consideration, and their “blunt and expressive,” nature results in self expression over self control.³⁸ While this impatience may inspire Millennials to become more efficient in their endeavors, complex problem solving may be pushed aside in frustration.³⁹ This dynamic is not conducive to military service - being blunt, expressive,

impatient, self-centered with a laissez-faire attitude will ultimately lead to tension in a military unit.

While many say they are “the most educated,” others disagree and believe that they are not only passive, but also lack simple mechanical problem-solving skills, and in fact are, “the dumbest generation.” There are also serious concerns of obesity and a very high rate of criminal activity and violence inside their cohort. Following the Columbine Shooting the Surgeon General published a report on youth violence in 2001 that, “consistently found that about 30 to 40 percent of male youths and 15 to 30 percent of female youths report having committed a serious violent offense by age 17.”⁴⁰ Howard Ehrlich, a Social Anarchist wrote, “...approximately 4,500 youngsters are killed every year in intentional shootings (this includes 30% probable suicides).”⁴¹



Source: Maguire and Pastore, 1999. Rates calculated from Monitoring the Future data by Elliott, senior scientific editor.

Entries are 3-year running averages of the number of assaults and robberies per 1,000 12th graders. 95% confidence intervals for annual estimates are all ± 16 to 42 offenses.

Figure 3. Trends in incident rates of serious violence among 12th graders, assault with injury and robbery with a weapon combined, 1980-1998.⁴²

In 2004, the Center for Disease Control and Prevention (CDCP) documented in a report on teen violence that 877,700 young people between the ages of 10-24, were

injured in violent acts in 2002, and approximately 1 in 3 required hospitalizations. The report further stated that in 2001 5,486 young people between the ages of 10 to 24, were murdered, and 79% of homicide victims in the same age range were killed with firearms. Finally, a 2004 nation-wide survey documented that 17% of students reported carrying a firearm, 33% reported being in a physical fight one or more times in 12 months, and 9% reported being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the 12 months prior to the survey.⁴³

Physical fitness is another area of concern for the Millennials. On a positive note, a 2010 report rendered by the President's Council of Physical Fitness indicates obesity in America is actually declining.⁴⁴ However, statistics and effects associated with health related concerns in the Millennial Generation have deep roots and lasting effects, and this is important given the physical nature of military service.

The U.S. currently has the highest prevalence of obesity in the world, and adult obesity has increased steadily over the past 20 years. Currently 30.4% of the U.S. population is obese (BMI >30%) while another 34.7% are overweight (BMI between 25 and 30%). The council goes on to report that childhood obesity has increased at all ages throughout the 1990s, and has reached levels higher than any time in our nation's past. Today 16% of children 6 through 19 years are overweight and another 31% are at risk for being overweight.⁴⁵ And be sure that the military tracks this same data that 64% of Americans are overweight and goes further to assume the accompanying medical disqualifiers from service such as heart disease and diabetes. This also explains why phrases such as "national security problem" and "pandemic" have been attached to the overweight problem in the U.S. These statistics are very alarming particularly when one

considers the military emphasis on fitness and physical training in preparation for the rigors of combat. Consider the shortcomings of a population that may have won a trophy, yet lack the physical challenges in their developmental years – the soft bones, muscle and minds that would struggle leading Soldiers in combat, let alone during the tough conditioning and physical training in garrison before they deploy.

There are also concerns pertaining to the intellectual capacity of the Millennial generation. Some contend that the cyberculture is turning young people into know-nothings, says Susan Maushart, author of the forthcoming book, *The Winter of Our Disconnect*. "The absence of technology," confuses kids faced with simple mechanical tasks:

Are we raising a generation of nincompoops? And do we have only ourselves to blame? Or are some of these things simply the result of kids growing up with push-button technology in an era when mechanical devices are gradually being replaced by electronics? Her teenage daughter "literally does not know how to use a can opener. Most cans come with pull-tops these days. I see her reaching for a can that requires a can opener, and her shoulders slump and she goes for something else." Many kids never learn to do ordinary household tasks. They have no chores. Take-out and drive-through meals have replaced home cooking. And busy families who can afford it often outsource house-cleaning and lawn care. "It's so all laid out for them,...Having so much comfort and ease is what has led to this situation - the Velcro sneakers, the Pull-Ups generation. You can pee in your pants and we'll take care of it for you!"⁴⁶

The main points of concern voiced by Maushart are a lack of mechanically based problem-solving skills, and the passive nature of the Millennials. The military expects leaders to lead from the front, and shrugging shoulders at simple mechanical and hands on types of problems does not transfer well to leading Soldiers.

The Army released data in December 2010 that indicates the U.S. education system produces graduates who cannot answer basic math, science and reading

questions. The report determined that 23% of recent high school graduates don't even get the minimum score needed for military enlistment failing simple math problems such as, $2+x=4$, what is x ?.⁴⁷ There is also a myth that suggests youth are smarter because of their digital multi-tasking skills, yet research continues to indicate that not only is multi-tasking detrimental to optimal solutions, the learning is also less flexible, more specialized, harder to retrieve, and more difficult to transfer, generalize or extrapolate to a different setting. With repetition, multi-tasking even trains the brain to "wing it" by using a region of the brain not best suited for long term memory and understanding.⁴⁸ The ability to multitask in a fast paced military environment is required to manage chaos; however, the ability to stay on task could affect long term problem solving often needed as a leader in the military.⁴⁹

Fitness, criminal activity (moral), and poor education are the three primary factors that combine to explain why only 17.9% of the 32.6 million youth between the ages of 17 to 24 are available for military service. The military can raise that number of potential recruits to one in four (23.8%) if they accept lower education standard recruits with a GED equivalent high school degree. To complicate matters even more, the youth population is continuously shrinking at a trend rate of .55% a year. Based on these rates, the pool of youth available for recruitment will drop from 8.1M in 2010 to 7.6M in 2011.

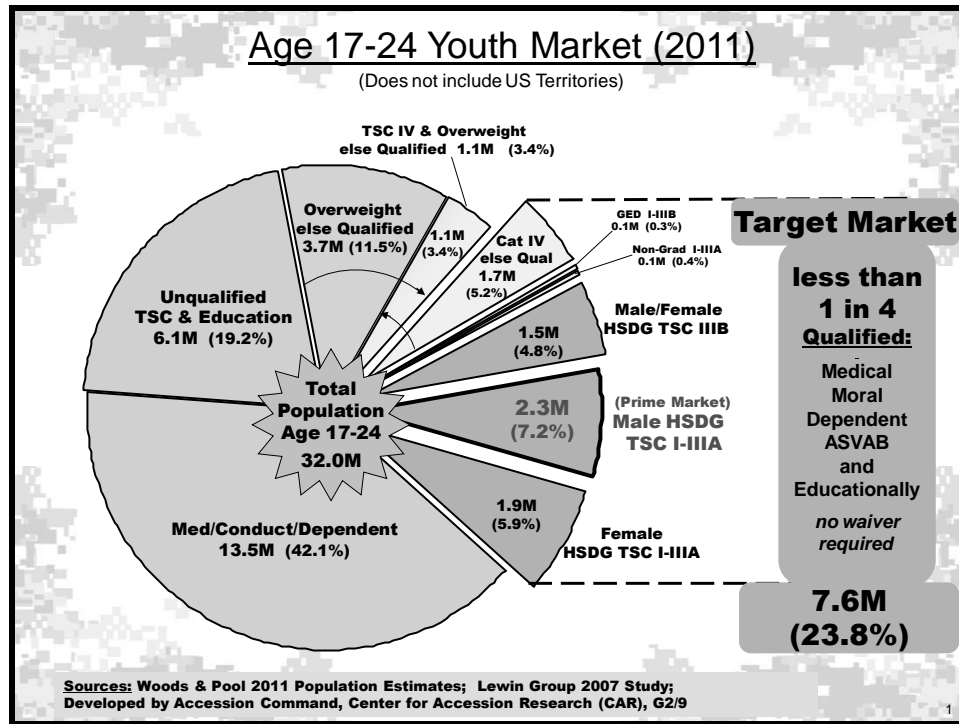


Figure 4. Age 17-24 Youth Market for 2011.⁵⁰

High School Degree Graduate (HSDG)

Test Score Category (TSC). Test Score Category (TSC) is used to determine enlistment in the RA, USAR, or ARNG. The Armed Forces Qualification Test (AFQT) is used by all of the Services to determine if an applicant is eligible for the military. Four of the ASVAB subtests are combined to form the AFQT. It measures general cognitive ability and is composed of verbal and mathematics subtests. AFQT scores are grouped into categories for reporting purposes. Applicants that score in AFQT category IIIA or higher may qualify for enlistment incentives.⁵¹

The recruiting market is good now due to a high unemployment rate at 9.8%. Interestingly, the military understands that when unemployment drops to 8% the force will be at a tipping point and retention will start to become a problem. Likewise, once unemployment drops to 7.5% recruiting efforts will reach a projected tipping point, and it will become difficult to meet recruiting requirements. However, based on employment projections remaining above these levels until approximately 2013, one would think the military should maintain stringent accession standards and even increase them to their advantage during this period of opportunity.

Millennial's Attributes and Characteristics - Positive and Negative (Accessions Pool)			
<ul style="list-style-type: none"> • Diversity • Technologically Savvy • More Prone to Volunteer • Curious • Optimistic • Values and Character Matter • Most Educated • Adaptable 	<ul style="list-style-type: none"> • Confident • "Multi-Taskers" • Empathetic • Connected • Collaborative, Consensus Bldr's • Sense of Civic Duty • Pressured • Conventional • Achievers 	<ul style="list-style-type: none"> • Higher Violence/ Crime • Unrealistic Optimism • Lacking Basic Education Skills /Cognitive Dev. "Dumbest Gen" • Mechanically Disinclined • Skeptical, Blunt Impatient & Expressive 	<ul style="list-style-type: none"> • Sense of Entitlement • Unfit (Obese) • Passive • Army Service for "Others" • "High Maint." Require More Structure, Protection, Planning, Encouragement & Feedback

Army Leadership Attributes and Competencies for the Future Security Environment	
<ul style="list-style-type: none"> • Character • Values • Ethical • Adaptive • Provides Vision • Communicates • Creates & Maintains a Positive Environment • Builds Alliances • Sets the Example 	<ul style="list-style-type: none"> • Assesses • Confident • Empathy • Builds Trust • Thinks Critically & Creatively • Problem Solver • Anticipates Transitions • Achieves Results

Figure 5. The Millennial's Attributes and Characteristics – "The Recruiting Pool" with the Army's Leadership Attributes and Competencies for the Future Security Environment for Contrast and Comparison

Considerations for Adjusting the Accessions Standards

In a period where unemployment is at 9.8%, the Army is facing downsizing, and *nondeployable's* (for combat) are currently at 14% (projected 16% in 2011),⁵² why not test the possibilities and feedback of higher accession standards? The Army should enforce weight standards and institute more stringent mental health screenings to reduce attrition, thereby reducing the associated cost in effort and treasure, and facilitate higher performance in the force. The military should also maintain standards

on moral factors, and reduce the number of waivers granted in this area. In light of varying research on cognitive development, the Army should continue to enforce current standards of testing and accession for mental capacity, while simultaneously initiating a skill and attributes indexing test to enable better utilization of recruits. This would also enhance motivation and contribute to longer periods of service with more career satisfaction.

In regard to the poor fitness of recruits, the military already recognizes this problem and also implies the answer. The Assistant Secretary of the Army for Manpower and the Army G-1 sponsored a Rand Study in 2005 titled, "Success of First Term Soldiers," that concluded:

The Army is wasting considerable energy and resources by sending unfit troops to the reception centers at basic combat training (BCT) where their chances of success are low, ...about 25% of males and 33% of females who fail the fitness test will leave the Army in the first six months.⁵³

These statistics highlight the need for change, and the Army should consider enforcing or raising existing fitness standards, and subsequently review the associated costs and benefits. Currently, there is simply too much effort spent on obese recruits during initial entry training. Perhaps some percentages of overweight recruits are capable of rehabilitation, but the standard and data must result in a degree of success commensurate with the effort.

In addition to physical fitness concerns, the Army is also accepting and discharging far too many recruits with pre-existing mental health conditions. Between 2003 and 2008, more service members were separated from the military in their first year of service for "pre-existing" psychiatric conditions than for any other reason.⁵⁴

The 2010 Accession Medical Standards Analysis & Research Activity Report indicates that although the military allowed 1,753 waivers for anxiety, dissociative, somatoform and depressive disorders between 2004 and 2009, 4,359 Soldiers were discharged for pre-existing mental health conditions, which far exceed the amount of waivers granted. The second-most common disability discharge for Soldiers during the same period was 2,798 for “affective and nonpsychotic mental disorders,” bringing the grand total number of Soldiers discharged due to mental related disorders to 7,157.⁵⁵ Most of those 7,157 service members did not see combat because they were discharged while still in training.

An anecdotal insight of the effects on the deployed force comes from my recent service as a Deputy Brigade Commander in Iraq. The brigade surgeon prepared a report for the brigade that indicated six of the twelve Soldiers in our unit evacuated from the battlefield for mental health problems (7 months into a 12 month deployment) had pre-existing mental conditions:

	Diagnosis/History	Suicide I/G/A	Meds
1	Bipolar @ age 16	3 x	On meds but not reported
2	No diagnosis reported Hx of childhood insomnia and sleepwalking	Hx of cutting self at age 16 No Hx of attempts	UNK – not
3	None Reported	None Reported	None Reported
4	Hx Bipolar & Childhood PTSD	3 attempts	Zoloft, Xanax and Seroquel
5	Treated for bipolar b/n 11-17	Ideations and Gestures since the age of 7	“numerous meds” - unspecified
6	Substance Abuse	No reports	No reports
7	Anger Counseling	None	None
8	Anxiety and Depression; ADHD	Gestures	No report
9	None	None	None
10	Depression, Substance abuse; Father & sister w/ hx/o Suicide attempts	3 attempts prior to enlistment.	No report
11	No Report	No Report	No Report
12	Alcohol abuse; Mother w/ hx/o suicide attempts	No Report	No Report

Figure 6. Table Displaying Mental Health Evacuee's from the SBCT during Operation Iraqi Freedom with Pre-existing Mental Health Conditions.⁵⁶

In a time when the military is under intense scrutiny for mental health problems and rising suicide rates, the screening of pre-existing conditions should be at a premium, and the military must invest more time and scrutiny in this area. Further underscoring this critical concern is a recent report indicating that at least one in six Soldiers in the Army is reportedly taking a psychiatric drug, and the Army's suicide rate passed above the national average two years ago in January of 2009.⁵⁷

At a time when criminal incidents in the Army include five Soldiers from 5-2 SBCT pending Afghan civilian murder charges, and the military is diligently spreading information on the newest trends in the use of the drug *Spice*, it is unlikely any military leaders are vying for many, if any moral waivers. Waivers of course serve a purpose by allowing a venue for recruiters and leaders to *do the right thing* with otherwise worthy candidates, yet these should be reduced to lowest possible number given the current recruiting climate. Continuing the same theme, it will not only improve the force, but also reduce wasted time and investment in the training base and operational force on less than capable recruits and Soldiers.

In light of nearly opposing research on the Millennials' education and cognitive ability, it is prudent to maintain current standards on the Armed Services Vocational Aptitude Battery (ASVAB). This is especially true given the fact that the military recently "*re-normed*" the battery to accommodate social and cultural trends in our society. However, 23% of high school graduates failing the military's ASVAB is disheartening, and is another indicator that a national level problem exists in our education system. Technology alone will not solve this problem that is likely rooted in a complex web of much deeper social, economic and cultural problems.

The final area of modification that the Army should consider is the implementation of a behavioral skills and attributes index of recruits for both Soldiers and Officers. This initiative would complement existing methods, better enable alignment of both skills and interest for the force, and would increase Soldier performance, satisfaction and motivation. Based on my service as a tactical officer at the Military Academy, a deputy brigade commander, over-watching the Officer Candidate School (OCS), and as a battalion commander for post-commissioning training of Infantry lieutenants, I have concluded that the successful development of junior officers requires the alignment of their branch with skills, attributes and intrinsic motivation. This also lends itself to job satisfaction and a sense of purpose. Getting this right is vital in establishing the basis for a Soldier's continued interest and success as they progress in their careers. The Army's benchmark for success is for the officer to receive one of their three branch choices during the branching process, and typically, all three commissioning sources usually exceed a 90% success rate in this area. What is important to note is that lieutenants select their top three branch options, based on only limited insights into the subject (granted with opportunity for much counsel and input from their cadre). This is also true for Soldiers. The simple addition of a skills and attributes index that provides feedback pertaining to an Officer or Soldiers "best fit" for branch and Military Occupation Specialty (MOS) of service would prove important, and would not take much effort or money to implement.

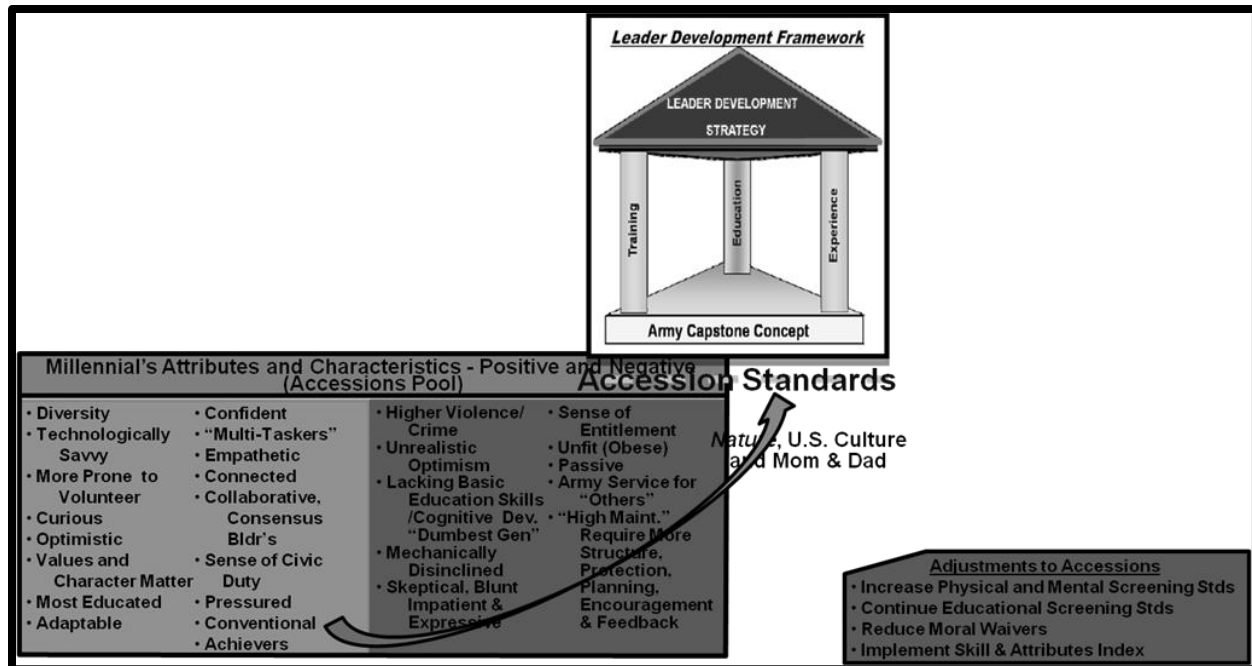


Figure 7. Adjustment to Accessions, from "The Millennial Generation: Developing Leaders for the Future Security Environment"

Millennial Leader Development

Training. The ALDS emphasizes the need to adjust leader development related training scenario's to address three new paradigm shifts in the future security environment: the effects of complexity and extended time, decentralization and ill-structured problems.⁵⁸

- **Complexity and extended time.** The Army will use societal, religious, tribal and economic factors - occasionally adding mass - to develop leaders who can adapt and transition to during the course of extended campaigns.⁵⁹
- **Decentralization.** In a modular force, on a decentralized and joint battlefield responsibility of leadership increases at lower levels as does the importance of context in their actions and decisions. The Army will use scenario's to develop leaders who understand how to create an environment of collaboration and trust to promote adaptation and innovation.⁶⁰
- **Ill-structured problems.** The Army will use training and education in the use of *Design*. Design is a cognitive methodology to understand a problem and appreciate its complexities before seeking to solve it. Used to complement the Military Decision Making Process (MDMP) it will help leaders anticipate

change create opportunities and manage transitions in the campaign. Design will provide the cognitive tools to frame and address the ill-structured and multifaceted problems encountered by our leaders in this complex environment.⁶¹

The strategy also includes *Outcomes Based Training* as an imperative in its developmental strategy designed to prepare leaders for hybrid threats and full spectrum operations. The Army recently improved the effectiveness of its training with this concept, due in part to modifications implemented by COL Casey Haskins, a recent Basic Training Brigade Commander at Fort Benning, Georgia and current Director of Military Instruction at the Military Academy. The concept centers on the discussion of effectiveness instead of efficiency, and advocates that once the outcome of training is identified, the trainer must focus on achieving the end-state rather than the training process. The following vignette examples this concept.

The Army trains all Soldiers to *Move Tactically*, instructing them in three tasks: the *High Crawl*, the *Low Crawl* and the *Three to Five Second Rush*, always within the context of using cover and concealment. It is not an uncommon method of training to instruct these skills on an open field with groups of 40 Soldiers at a time, do the training and then move on to the next task, always with the understanding that the skills will be reinforced during later collective level (group) situation training exercises. COL Haskins one day asked his trainers to instruct the Soldiers, but instead put them in a woodline and have them move from point A to point B while being shot at using a laser training system to determine whether the Soldiers can really perform the skill. This is where the discussion of efficiency vice effectiveness comes into the training. The previous process was methodical and efficient, yet the Soldiers were not really learning the skill. Testing

to confirm learning is also a key piece to measure learning as well as improving the effectiveness of training.

Taking this a bit further, is 10% ineffectiveness acceptable? ...how about 57% in shooting (23 of 40 hits passes as *Marksman* in shooting skills) or 80% land navigation that potentially puts a platoon on the wrong objective 20% of the time? The key question related to training these skills is, can Soldiers really perform the task, and is 80% success sufficient? Much of the answer comes from the understanding that these skills will continue to improve with repeated training and experience. It is also important to remember however, that many of the current military training methodologies are based on Taylor's Scientific Management Models⁶² designed to quickly train and then deploy entire Divisions of Soldiers to fight in WW II. Outcomes Based Training, and the discussions that ensue, provide a good review of training on a number of levels, and must continue to ensure the optimum development of future leaders.

Education. An article published in *Parameters*, "Growing Strategic Leaders for Future Conflict," interviewed 37 senior leaders in the military to highlight leader characteristics emerging in the military's operating environment. One of the conclusions was a need for diverse educational exposure, to include civilian institutions.⁶³ In "The Next Petraeus," the author attempts to identify what makes a visionary commander, and why the military isn't producing more of them. The article concluded that the most beneficial experiences were, "sustained international experience, civilian graduate education and taking on special opportunities, "out of the mainstream" [for military leaders]."⁶⁴ The military also recognizes this in its attempts to bring balance back from the strains of being, "in the fight" that has produced a number of leaders with in-depth

operational experiences, yet lack diverse educational opportunities. The military's recent efforts to increase opportunities for captains and majors to attend graduate school are in not only its best interests, but they are also a priority for the Millennials. The Millennials' interest in learning, combined with their acceptance of and appreciation for diversity, mark them as critical additions to the military at a time when those same characteristics are at a premium.

Another critical requirement in developing leaders that are adaptable and flexible is training and educating leaders *how to think*, not *what to think*. How to think approaches emphasize the importance of understanding the parts of a problem and linkages between influencing factors. "It's being able to look at a problem, think about the influences associated with the problem, think about the potential solutions to the problem and go deeper into second and third order effects."⁶⁵ Senior leaders identify this requirement as essential in developing the deeper cognitive abilities to succeed in addressing complex problems. They even spoke of stepping out of situations and intellectual processes to "see inside their own processes" or more simply, "think about thinking."⁶⁶ Because reflective thought is not a strength of the Millennials fast paced, need an answer now thought process, it will be all the more important to teach them the tools of Military Decision-Making Process and Design to allow them to understand techniques for understanding and solving problems. The military and even the U.S. as a whole understands the imperative need for not just better education, but for real cognitive development in today's complex environment. This type of development requires a life-long approach of continuing development – again not a strong suit of the

Millennials, yet a capacity that the best will take on with the right training and leadership example.

Experience. The authors and interviewee's cited repeatedly thus far in this study point toward the *out of the ordinary experiences* [for military personnel] as the integral piece in developing leaders for the future. These out of the ordinary experiences include a variety of broad educational opportunities, civilian or joint military schooling, service on joint staffs, operational and interagency positions, senior leader staff, assistant or aide, international exposure through either assignment or education as well as exposure to both special and conventional military assignments.⁶⁷ The Army also recognizes the importance for leaders to understand organizational theory, cultural influences on decision making, the benefit of assigning officers to multi-national assignments, and the value of foreign language training. These focus areas are not only beneficial in preparing for combat, they also serve as an investment in the future. While not all of these opportunities are possible, the message is clear, and the military needs to provide their best leaders chances to serve in some of these out of the ordinary experiences.

Talent Management. This paper must recognize and credit the Army's recent efforts to hear and take action to improve the quality of service, Soldier satisfaction, and to retain more of its talent. The Army is working to implement a new evaluation system that better assesses recognizes and promotes leaders. These efforts will include the potential introduction of a 360 degree counseling and feedback method, as well as implementing a *Talent Management* initiative. Talent management is a five part adjustment that includes; increased assignment transparency; changes to the promotion eligibility system; changes to the branch distribution of leaders; better skills matching

and social networking of our leaders in assignments and duty performance. The initiative also includes cultural changes focused on how promotion boards currently tend to select officers in their own image as opposed to selecting leaders best suited for the future security environment in the next 10 to 15 years.⁶⁸ These adjustments are examples of the Army's continuing attempts to stay relevant and adaptive for not only the benefit and retention of its members but also to achieve the highest level of effectiveness for our nation's continued security.

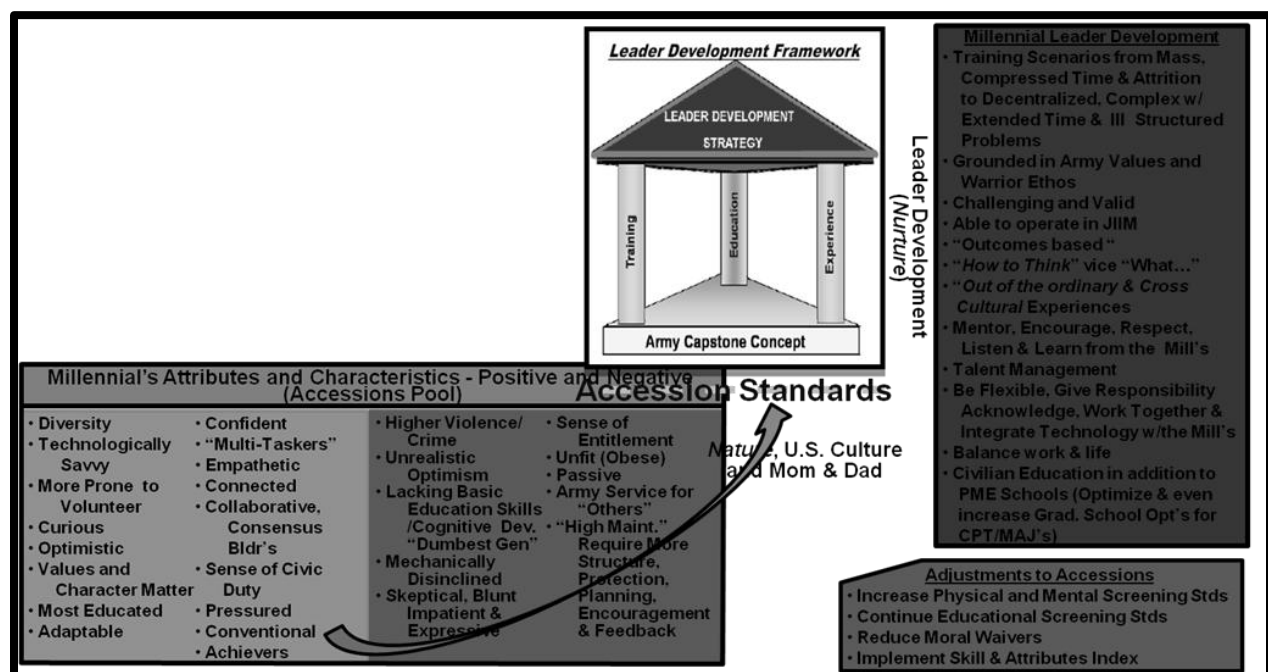


Figure 8. Millennial Leader Development from, "The Millennial Generation: Developing Leaders for the Future Security Environment"

Conclusion

Clair Raines, considered one of the nation's leading experts on generational considerations in the workplace, identified a number of relevant factors for Army leaders to consider when interacting with Millennials. Some of these factors are incongruent in many ways with the military culture of discipline, standards and rank as well as the adjustments the military leaders will need to make to adapt to this generation. Raines

posits that we should *Be Prepared For*, ...high expectations and possible involvement of parents, and *Don't*, ...expect them to pay their dues or throw a wet blanket on their enthusiasm. We should encourage them, mentor them, learn from them, challenge them, and respect them. Most of all, this generation has grown up with structure and supervision from parents who were role models, be that good, bad or indifferent. Millennials are looking for leaders with honesty and integrity.⁶⁹

We can never forget that when it comes to developing leaders in the military we are different than industry, because we cannot go out and hire a CEO to lead our organizations. We must grow our own at a cost of time, money and effort, and it takes 18 years to grow a Command Sergeant Major and 22 years to grow a Colonel. The Army is at a transition point as it applies to the attributes of the Millennial recruit coming into the military, and the shifting requirements and outcomes we want to develop in our leaders to address a changing future security environment. Integrating the Millennial generation into the military as highlighted in this study, will prove both challenging and rewarding, and will require the application of adaptive training approaches and models.

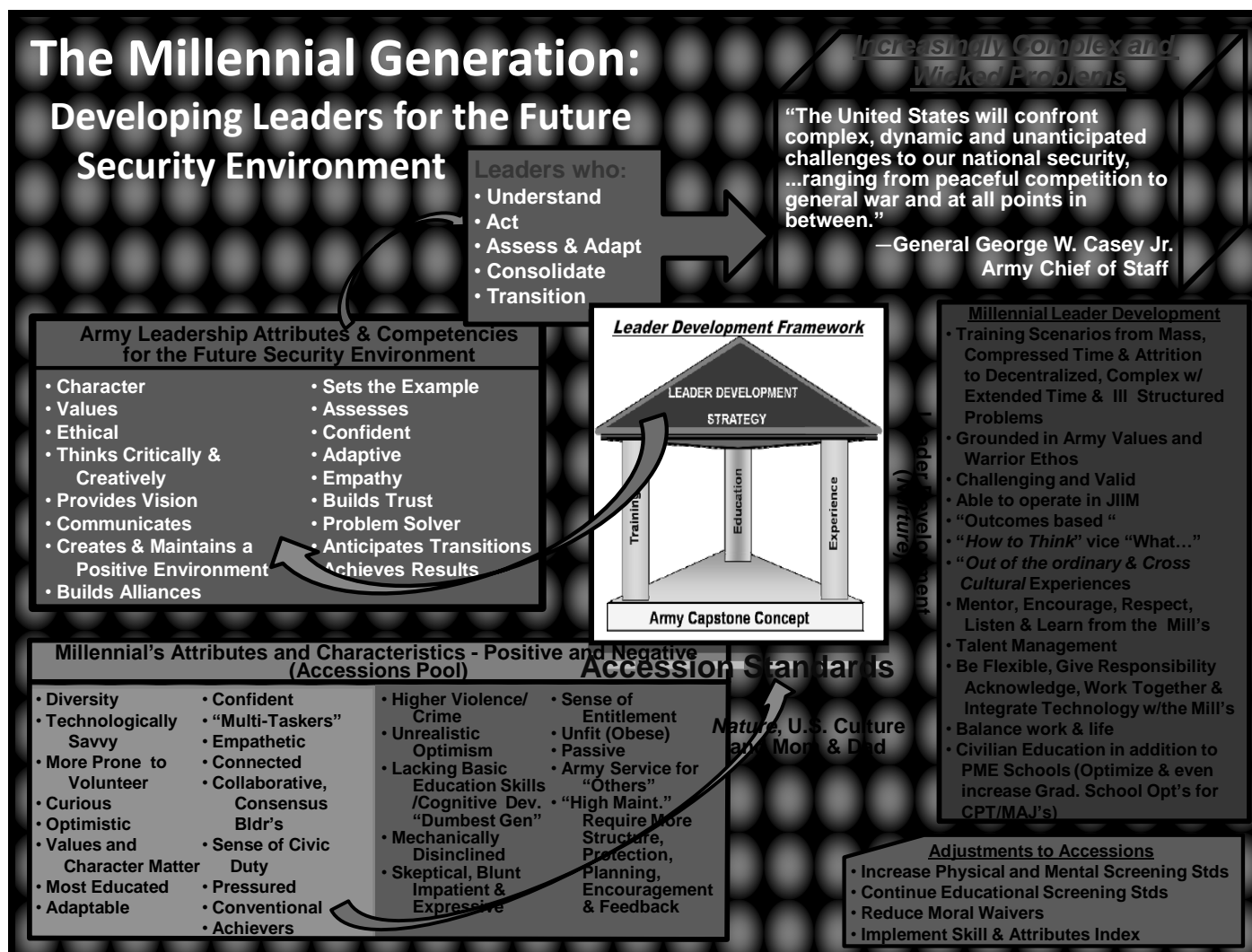


Figure 9. The Millennial Generation: Developing Leaders for the Future Security Environment

Endnotes

¹ General George W. Casey Jr., The Army Chief of Staff, *The Army of the 21st Century*, in *The Army* (Volume 59, Number 10, October 2009), pp 25-40.

² U.S. Department of the Army, *A Leader Development Strategy for a 21st Century Army* (Washington, DC: U.S. Department of the Army, November 25, 2009), p 15.

³ General George W. Casey Jr., The Army Chief of Staff, *The Army of the 21st Century*, in *The Army* (Volume 59, Number 10, October 2009), pp 25-40.

⁴ U.S. Department of the Army, *A Leader Development Strategy for a 21st Century Army* p 15.

- ⁵ U.S. Department of the Army, *A Leader Development Strategy for a 21st Century Army*, p 1.
- ⁶ Ibid., 2.
- ⁷ Ibid., 3.
- ⁸ Ibid.
- ⁹ Ibid.
- ¹⁰ Ibid., 7.
- ¹¹ Ibid.
- ¹² Ibid.
- ¹³ Ibid.
- ¹⁴ Ibid.
- ¹⁵ Ibid.
- ¹⁶ Ibid., 9-10.
- ¹⁷ Ibid.
- ¹⁸ Mark Bauerlein, *The Dumbest Generation* (Penguin Group, New York, New York: 2009) p 8, 10.
- ¹⁹ National Academy of Sciences, "Generation Y: The Millennials...Ready or Not, Here They *Come*", NAS Insights (Washington, D.C.: National Academy of Sciences, 2006), p 1.
- ²⁰ Kevin Wheeler, "Helicopter Parents -- How to Deal with Overprotective Mom and Dad," 16 November 2006, available from <http://www.giresources.com/249.html>; Internet; accessed 10 January 2008, quoted in Colonel Jill Newman, *Leading Generation Y*, Strategy Research Project (Carlisle Barracks, PA: U.S. Army War College, April 1, 2008), p 2.
- ²¹ Rebecca Huntley, *The World According to Y: Inside the New Adult Generation* (Sydney, Australia: McPherson's Printing Group, 2006), p 13.
- ²² NAS Insights, Ibid., p 2.
- ²³ Neil Howe and William Strauss, "Millennials Go To College," available from <http://eubie.com/millennials.pdf>; Internet, accessed 5 February 2010, p 1.
- ²⁴ NAS Insights, Ibid., p 3.
- ²⁵ Ibid., p 3.

²⁶ Ibid., 2.

²⁷ Jeffrey Francis and Gwen Harrigan, "Global Research on Millennials' Use of Technology," February 10, 2010, available from <http://www.accenture.com/us-en/Pages/insight-millennials-jumping-boundaries-corporate-it.aspx>, Internet; accessed February 2, 2011.

²⁸ Neil Howe and William Strauss, *Millennials Rising, The Next Generation*, (Random House Inc., New York, New York: 2000) p 188

²⁹ Pew Research Center, "The Millennials: Confident. Connected. Open to Change," February 24, 2010, available from <http://pewresearch.org/pubs/1501/millennials-new-survey-generational-personality-upbeat-open-new-ideas-technology-bound>, Internet; accessed 2 February 2011.

³⁰ Howe, Ibid., 216.

³¹ Ibid., 216.

³² Ibid., 216.

³³ NAS Insights, Ibid., 4.

³⁴ Barbara Dwyer, CEO of *The Job Journey*, quoted in, "The Tethered Generation," *HR Magazine* 52, (May 2007), p 3.

³⁵ Ibid., p 4.

³⁶ NAS Insights, Ibid., 6.

³⁷ Rebecca Huntley, *The World According to Y: Inside the New Adult Generation*, (Crows Nest, NSW: McPherson's Printing Group, 2006) p 18.

³⁸ Huntley, Ibid., 18.

³⁹ Kathryn Tyler, "The Tethered Generation," *HR Magazine* 52, (May 2007), p 4.

⁴⁰ The Surgeon General of the United States, *Youth Violence: A Report by the Surgeon General*, January 2001 available from <http://www.surgeongeneral.gov/library/youthviolence/report.html>; Internet; accessed 18 December 2010.

⁴¹ Howard Ehrlich, "The Columbine High School Shootings: The Lessons Learned," available from <http://library.nothingness.org/article/SA/en/display/336>; Internet; accessed 19 December 2010.

⁴² "Youth Violence Statistics and Prevention," *CDC Journal Online*, 2004 [journal on-line]; available from <http://www.familyfirstaid.org/youth-violence.html>; Internet; accessed 19 December 2010.

⁴³ Ibid.

⁴⁴ T.G Lohman, S.B. Going, and L. Metcalfe, "Seeing Ourselves through the Obesity Epidemic," President's Council on Physical Fitness and Sports Research Digest 5 (September 2004).

⁴⁵ Lohman, Ibid.

⁴⁶ Maushart, Ibid.

⁴⁷ Christine Armario and Dorie Turner, "Nearly One in Four Fails Army Exam" in *The Sentinel*, (Carlisle, PA.: December 22, 2010), p 1.

⁴⁸ Cora M. Dzubak, Ph.D., "Multitasking: The Good, the Bad, and the Unknown," available from http://www.myatp.org/Synergy_1/Syn_6.pdf, Internet; accessed 19 December 2010.

⁴⁹ Colonel Jill Newman, *Leading Generation Y*, Strategy Research Project (Carlisle Barracks, PA: U.S. Army War College, April 1, 2008), p 8.

⁵⁰ LTC Gregory Lamm, Center for Accessions Research United States Army Accessions Command (USAAC), "USAAC G2/9 Market Assessment", (USAAC; November 8, 2010)

⁵¹ Lamm, Ibid.

⁵² Colonel's Scott Arnold, Christopher Crate, Steven Drennan, Arthur Hoffmann, Donna Martin, Monty Willoughby, Lieutenant Colonel Jeffrey Gaylord, and Mr. Herman Orgeron, "Non Deployable Soldiers: A Comprehensive Study To Understand The Problem," (United States Army War College, Carlisle, PA.: 2011).

⁵³ Richard J. Buddin, *Success of First-Term Soldiers, The Effects of Recruiting Practices and Recruiting Practices*, (Rand Arroyo Center, Santa Monica, CA: 2005) p 45, 46.

⁵⁴ Kelly Kennedy, "Troops Booted for Pre-Existing Mental Issues," posted by *Army Times*, available from <http://www.armytimes.com/news/2010/12/military-mental-health-report-121010w/>; Internet; accessed 28 December 2010.

⁵⁵ Kennedy, Ibid.

⁵⁶ LTC Lance Davis and CPT Tom Williams, *Suicide Prevention Brief*, (3/2 Stryker Brigade Combat Team: Forward Operating Base Warhorse, Diyala, Iraq: March, 2009)

⁵⁷ Andrew Tilghman and Brendan McGarry, "Medicating the Military," posted by *Army Times*, available from http://www.armytimes.com/news/2010/03/military_psychiatric_drugs_031710w/; Internet; accessed 28 December 2010.

⁵⁸ U.S. Department of the Army, *A Leader Development Strategy for a 21st Century Army*, p 4.

⁵⁹ Ibid., 4-6.

⁶⁰ Ibid., 4-6.

⁶¹ Ibid., 4-6.

⁶² Vincenzo Sandrone, "Frederick W. Taylor: Master of Scientific Management," available from <http://www.skymark.com/resources/leaders/taylor.asp>; Internet; accessed February 5, 2011.

⁶³ Barak A. Salmoni, Jessica Hart, Renny Mcpherson and Aidan Kirby Winn, "Growing Strategic Leaders for Future Conflict," *Parameters*, 40, no 1 (Spring 2010): 86

⁶⁴ Renny Mcpherson, *The Next Petraeus*, in *The Boston Globe*, (Boston, MA.: Sept 26, 2010), p 1.

⁶⁵ Salmoni, Ibid., 73.

⁶⁶ Ibid., 73.

⁶⁷ Salmoni, *ibid.*, 76.

⁶⁸ CPT Robert Greiner, CW5 Gabriel Watts, LTC Clint Karamath, MAJ Kim, LTC Gainey and COL Robertson, "Five Steps in Talent Development," (United States Department of the Army, Human Resources Command, Information papers #1-5, OPMD-OPT: October 5, 2009).

⁶⁹ Raines, Ibid.

